

DOCUMENT RESUME

ED 198 137

SP 017 556

AUTHOR Morelli, Louis V.; And Others
 TITLE Statewide Teacher Education Center Network.
 PUB DATE Dec 90
 NOTE 52p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (5th, San Diego, CA, December 7-11, 1980).

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Agency Cooperation; *Coordination; Full State Funding; Institutional Cooperation; Needs Assessment; *Networks; *Program Development; *Program Evaluation; *Program Implementation; School Districts; Statewide Planning; Teacher Centers; Teacher Education Programs
 IDENTIFIERS *Florida

ABSTRACT

The Teacher Education Center Act (TEC Act) of 1973 provided Florida with a statewide system of centers intended to bring about reform in teacher education programs. The act mandated the responsibility for operating programs of preservice and inservice teacher education jointly to the colleges and universities, the school districts, and the teaching profession. These centers are the governance structures which coordinate the designing, implementing, and evaluating of teacher education programs in school districts. The TEC operates on the philosophy that the process of education of teachers is career-long, and that collaboration among universities, school districts, and the teaching profession is necessary. This governance structure provides for shared decision making on all phases of program development for teacher centers. Descriptions are presented of every component in this network of centers that link the Florida school districts in a cooperative working relationship. The operations of an exemplary teacher education center are outlined, and a typical school-based inservice program is described. Information is provided on the activities of the Florida Education Standard Commission and Council on Teacher Education. (JD)

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statewide

TEACHER EDUCATION CENTER

network

Presenters

Louis V. Morelli
 Millie M. Mizell
 Jean R. Horton
 John W. Lizer
 P. C. Wu

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5th Annual Conference

National Council of States on Inservice Education

December 7-11, 1980 San Diego, Calif.

FOREWORD

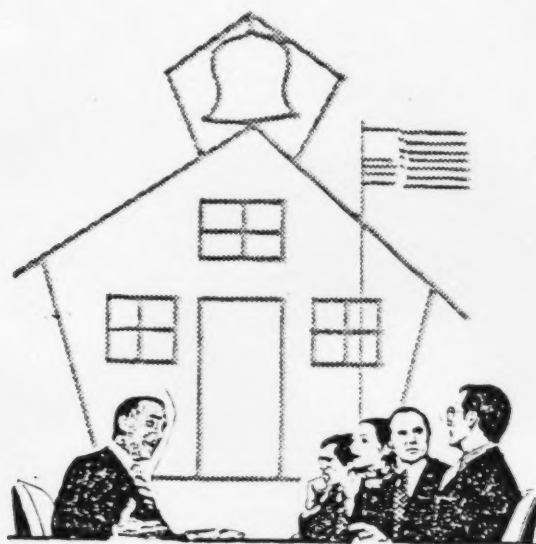
The attached materials have been assembled to reinforce the presentation of a Statewide Teacher Education Center Network at the 5th Annual National Conference of the National Council on States on Inservice Education in San Diego, California. The information presented describes activities conducted within the state of Florida which ties the Department of Education, institutions of higher education and all 67 school districts in a cooperative working relationship.

Florida has a history of concern for policies to promote coordinated staff training programs dating back to 1968 when all 67 school districts were asked to develop a comprehensive plan of staff development. By 1974 all districts were submitting plans to the Department of Education for approval through which certificates could be extended via participation in inservice education.

In 1973 the Teacher Education Center Act declared a new state policy for the education of teachers in Florida. The act assigns responsibility for preservice and inservice teacher education jointly to colleges and to universities, to district school boards, and to the teaching profession. Primary responsibilities for inservice is assigned to school districts. The teaching profession has responsibility for providing information which will enable programs to be meaningful and relevant. The educational process is recognized as one which is career long for the teacher.

The collaborative process involving school district and university personnel is utilized to clarify the role of each agency. The commitment of resources, the constraints upon each agency, and the interrelatedness of these agencies are areas of concern for local councils.

Presently there is a total of 46 centers in operation involving all of Florida's 67 school districts, nine state universities, and seven private institutions. Six of the centers are multi-district consortiums representing 27 districts.



STATEWIDE TEACHER EDUCATION CENTER NETWORK

Presenter & Affiliation	Affiliation Data	Items for Presentation
Louis V. Morelli Administrator, Inservice Staff Development Department of Education Tallahassee, Florida Past Chairman, National Council of States on Inservice Education	State of Florida 67 school districts All involved in teacher education centers All submit master inservice plans for review by DOE	Introduce panel Definition of inservice Major forces responsible for current status of inservice Master inservice plans Teacher education center concept
Dr. Millie M. Mizell Director, Instruction and TEC Sumter County Schools Bushnell, Florida Past Chairman, Florida Staff Development Directors	8 schools 4800 students 280 instructional personnel 575 employees 32 members on TEC council	Sumter County-a small district TEC Mini-convention in a small district Statewide study which addressed a. delivery systems b. needs assessment c. generic competencies
Jean R. Horton, Director TEC & Staff Development St. Lucie County Schools Fort Pierce, Florida Chairman, Florida Leadership Conference	15 schools 14,750 students 750 instructional personnel 1500 employees 11 members on TEC council	St. Lucie County-a medium district TEC School-based staff devel- opment Facilitator's network Formerly consortium now single district center Planning for annual leadership conference
John W. Lizer, Director Staff Development & TEC Hillsborough County Schools Tampa, Florida Past Chairman, Florida Staff Development Directors	134 schools 115,000 students 6,500 instructional personnel 13,000 employees 21 members on TEC council	Hillsborough County-a large district TEC Data collected in master inservice plans On-site visits Education Standards Commission
Dr. P. C. Wu, Program Director, TEC University of West Florida Pensacola, Florida Past Chairman, Fla. TEC Directors and University Contacts	Upper division uni- versity Collaborates with six TECs	University of West Florida as a partner in teacher education centers Funding of TECs through state university system Allocation of resources to TECs

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FLORIDA'S TEACHER EDUCATION CENTERS

The goal of the Teacher Education Center Act of 1973 became a reality on May 15, 1980, with the recommendation by the State Council for Teacher Education Centers for approval of proposals from the remaining two school districts. Thus Florida became the first state to establish a statewide system of teacher education centers which are jointly funded by school districts and universities. These centers are founded upon the premise that decision-making in teacher education can be accomplished best through collaboration of all segments of the profession. Teachers in each of Florida's 67 school districts have access to the program of a teacher education center (TEC). In addition to the approximately 85,000 teaching personnel who are served by a TEC, many districts utilize the center to provide inservice education for administrative and non-instructional personnel.

Background

The Teacher Education Center Act of 1973 (TEC Act of 1973) provided Florida with a statewide system of centers, intended to bring about reform in teacher education programs. The act mandated the responsibility for operating programs of preservice and inservice teacher education jointly to the colleges and universities, the school districts and the teaching profession. The Act provided for a State Council for Teacher Education Centers, that had among its responsibilities, the development of a proposal format and information to assist school districts and universities in the development of a proposal.

At present there are 46 centers, six of which are multi-district centers representing 27 school districts, and 40 single district centers. All nine state universities, as well as seven private institutions, participate in the centers as collaborating partners.

A Statewide System - Organization and Program

The TEC Act recognizes that reform in teacher education requires acknowledgement that the process of education of teachers is career-long, and that collaboration among universities, school districts, and the teaching profession is necessary. This governance structure provides for shared decision-making when planning, implementing, and evaluating teacher center programs.

The collaborative process is enhance in Florida's TEC's through legislative requirements. These mandates provide that each center will have a council of at least nine members representative of all groups with classroom teachers holding a majority membership.

Four responsibilities of the local council are mandated by the TEC Act. These are:

1. to recommend policy and procedures for the TEC.
2. to develop goals and objectives for the center within the policies as determined by the local school board.

3. to recommend the employment of an appropriate teacher education center staff.
4. to make recommendations on an appropriate budget.

It is the responsibility of the local school board to act upon these recommendations and to provide appropriate and adequate facilities for the operation of the center.

Teacher education centers are not building or specific places where teachers meet for training. Neither are they solely for classroom teachers since other educators are eligible to participate in the center programs. Thus Florida's teacher education centers are the governance structures which coordinate the designing, implementing, and evaluating of teacher education programs in school districts. Teacher education centers are a concept rather than a specific location. (It is true, however, that several of the TEC's have acquired a facility which may be used as a professional learning area and where some activities of the centers are conducted.)

The program of a teacher education center must include at least the following:

1. An assessment of inservice education as perceived by classroom teachers, school district personnel and university personnel.
2. Programs developed to meet these identified inservice needs.
3. Provision of resources, both human and material, for the inservice programs which have been developed.
4. Provision of resources and experiences for clinical preservice programs based on assessed needs.
5. Facilitation of entry or reentry of persons into the teaching profession.
6. Facilitation of training processes which are based on assessed needs, the development of experiences to meet those needs, and the evaluation of the extent to which the needs are met.
7. Facilitation of internal and external evaluation of the program.

At the state level a model for the collaborative process has been the State Council for Teacher Education Centers. The new Education Standards Commission replaces the TEC Council and also the Council on Teacher Education. The membership is comprised of 24 educators. The law requires the ESC to include 12 teachers, of whom one is a certified teacher in a private institution and one is certified as a vocational teacher. The other members of the ESC must include one superintendent, two school principals, one teacher education center director, four lay citizens, three representatives from higher education and one from a community college. Among their responsibilities are:

1. Recommend locations of centers.
2. Recommend guidelines for expenditures of center funds.
3. Evaluate the progress of teacher education centers.

Evaluation of the progress of teacher education centers received considerable attention by the State Council during 1978-79 which resulted in the recommendations in 1979-80 of assumptions and specifications to guide the State Council and the Department of Education (DOE) in evaluating TEC's. These specifications address the object of the evaluation, the context of the TEC, the purposes and procedures of the evaluation and the sources of information. It is the Commission's assumption that the DOE will design an evaluation which, when implemented, will provide the data and finding necessary for the Commission to use in making its recommendations.

A Statewide System - Finance

At the school district level staff development funding is an integral part of the Florida Education Finance Program (FEFP). Beginning in 1973, Florida Statutes have required that of the FEFP funds generated in the district for each full-time equivalent (FTE) student the sum of \$5 shall be expended for educational training programs. A result of the recommendations of the State Council for Teacher Education Centers in March 1974 was provision for joint funding of teacher education centers by district school boards and universities. School districts must include at least \$3 per unweighted FTE of the \$5 per FTE categorized for staff development in Florida Statutes.

Each local TEC council has the responsibility to recommend a budget which is equivalent to at least \$3 multiplied by the districts unweighted FTE count. On a statewide basis, slightly more than \$8 million will be budgeted by school districts for inservice education activities from 1980-81 FEFP funds. Florida Statutes also provide for the carryover of any unexpended inservice funds so that the total amount budgeted in any given year may exceed the actual allocation. Florida Statutes dictate object classifications for which these funds may be expended.

Teacher education centers also receive funding for program activities through the budget of the State University System. Center funding in this manner has varied from a beginning of \$500,000 in 1974-75 to \$2,425,451 in 1980-81. These funds are a part of the Education and General budget at each of the nine state universities. Being a part of the E & G budget, the funds are tied to staff positions primarily as salary dollars and secondarily as expense funds. Thus the TEC's receive the services of personnel of the colleges of education in an amount equivalent to the funds allocated to the university.

Presently Service Agreements are signed by the TEC personnel and university personnel for services to be rendered in TEC's by university professors. Funds are then allocated to the university so that the hours of service requested can be delivered in the TEC program. During the 1978-79 school year for the first time it became possible through proviso language of the appropriations bill for TEC's to establish Service Agreements with private institutions of higher education. Contracts are then entered into by the institution and the Board of Regents to provide services to the TEC. Thus the requirement of the TEC Act that funds be appropriated for the purchase of services from private institutions became and continues to be a reality.

MASTER PLANS FOR INSERVICE EDUCATION

Florida Statutes offer authorization and support for inservice education by prescribing that each school district develop a comprehensive program of staff development. In accordance with law, an official document is submitted annually to the Department of Education. This document, Master Plan for Inservice Education, is a five-year plan which displays all inservice training activities that are to be conducted in a district during a given five-year period.

The purpose of the master plan is to stimulate the development of a series of systematic training activities. These activities are designed to increase the competencies needed by instructional personnel in the performance of their assigned duties or duties to be assigned. Personnel are entitled to have their teaching certificates extended after having earned 120 points through 120 hours of satisfactory participation in approved components.

The Inservice Staff Development Section is responsible for reviewing and approving the master plans as well as conducting on-site visitations. The section also provides consultative and technical assistance in staff development efforts. Each district master plan is reviewed annually by the section in cooperation with district, university, and other DOE personnel. The purpose of the review is to determine the extent to which the plan meets the personnel needs of the district to attain its educational goals. Areas that need technical assistance are also identified.

Among the contents of a district master inservice plan they include the following:

Section I

- A. Title Page
- B. Approval Page
- C. Table of Contents
- D. Completed Proposed Inservice Activities and Estimated Revenue

Section II

- A. State Requirements: Reference to Applicable Statutes and Rules
- B. District Requirements: Policies and Procedures including criteria for eligibility for points to be awarded.
- C. Report of Self-Study Committee

Section III

- A. Management Information
 1. Program Objectives
 2. Management Strategies
- B. Priorities of Program Objectives

Section IV

- Components: The components shall contain the following elements:
1. Title
 2. An identifying number which matches the number on the proposed inservice activities form
 3. The number of points to be awarded
 4. The general objectives
 5. The specific objectives
 6. A description of activities
 7. The evaluation criteria
 8. A budget by component (optional)

ON-SITE VISITS

On-site visits to each school district are conducted once every five years. During these visits, committee members assess the effectiveness and relevancy of master plan components by interviewing and interacting with various educational personnel. The resultant report contains recommendations for improving the educational training program of the district, as well as commendations on exemplary training practices utilized in the district. The visiting teams are comprised of teachers, administrators, university personnel and individuals from the Department of Education. The visits serve not only as a helpful tool to school districts in preparing a five-year plan, but they offer inservice to members of a visiting team. An extensive orientation of the master inservice plan operation is provided. Over 700 educators have participated in inservice visits during the past seven years.

One of the main purposes of this mission is to glean data by direct response from those being serviced by the program, a sort of seeing through the "eyes of the beholder" the inservice staff development program, either in written form or personal interview. This experience can generate the necessary data to assist the on-site team in the finalization of its task, the production of an on-site committee report.

In Florida inservice education is defined as a program of systematic activities designed to increase the competencies of personnel to perform their assigned duties or duties to be assigned. When programs have been approved, personnel participating in the programs not only increase their skills and competencies, but may have their teaching certificates extended (renewed) on the basis of such participation.

To accomplish the main purpose of the on-site visits, there are three types of data gathering instruments:

1. Survey instruments for each group: classroom teachers, administrative, non-instructional and university personnel.
2. District recordkeeping procedures.
3. Evaluation of the on-site visit process.

The visiting committee ultimately provides a report to the school district in the form of commendations and recommendations.

Use of Report

School districts utilize the report of the visiting committee to continue the practices that appear to be working satisfactorily and to modify the practices that appear to need improvement. Action taken by the school district related to the report of the visiting committee is inserted in the Master Plan for Inservice Education.

2

COMPONENTS

(Section IV)

District Staff or TEC Staff coordinates the assignments needed for the development of Master Inservice Plans.

Components written By Whom?

1. By Individual Teachers,
2. Administrators,
3. Groups of Teachers,
4. Staff Development Directors,
5. University Contacts.

Each Component shall contain the following elements:

1. Title
2. An identifying number
3. Number of Inservice Points
4. The General Objectives
5. The Specific Objectives
6. A description of Activities
7. The Evaluation Criteria
8. A budget by component (optional)

Appoint
Self-Study Committee –
– Parent, Teachers
and Other Educational Personnel

1

Duties of Committee

1. Conduct an assessment of the Educational training needs of all employees.
2. Prioritization of needs.



DEVELOPING A MASTER INSERVICE PLAN

FLORIDA DEPARTMENT OF EDUCATION INSERVICE STAFF DEVELOPMENT SECTION

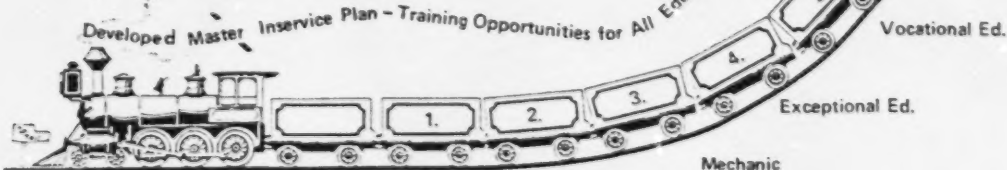


Local School Districts

YEAR-LONG
PROCESS
BEGINS
HERE

District Inservice Education Program

Pursuant to Sections 230.23 (4) (1) and 236.0811 Florida Statutes, each district school board shall develop and maintain an inservice education and training program, for all employees, appropriate to meet the needs of the students of the district...



On or Technical Ed.

Teachers

Custodians

Social Workers
Bus Drivers
Supervisors
Volunteers
Tutors

Secretary
Administrators
School Food Service Worker
Business Education
Early Childhood Teachers

Tallahassee D.O.E.

Section I: Master Inservice Plan

1. Title Page
2. Approval Page
3. Table of Contents
4. Completed, Proposed Inservice Activities and Estimated Revenue Forms

4

Section II:

1. State legal requirement
2. District requirements
3. Identification of and information about members or self-study committee.
4. Report of the district self-study committee

5

Section III:

- A. Management Information
 1. Program objectives
 2. Management strategies
- B. Prioritization of program objectives.

SUMTER'S TEACHER EDUCATION CENTER

The Sumter County Teacher Education Center (TEC) was organized in the fall of 1978 as a single district center. Even though the school district is small the teachers wanted to organize as a single district. The Sumter district does collaborate on an informal basis with four surrounding school districts but not through a structured consortium.

The functions of the Sumter Teacher Education Center Council are to:

1. Assist teachers in definitive evaluation of skills and deficiencies.
2. Provide assistance in both techniques and information.
3. Serve as a clearing house for training needs, requests, and contributions of all school personnel.
4. Supplement formal instruction with interpretative information relevant to individual situations.
5. Provide for certificate renewal through inservice training.

The responsibilities of the Teacher Education Center Council are to:

1. Involve all personnel in identifying the staff development needs.
2. Insure that staff development shall be a collaborative effort between the Sumter School District educational personnel and University personnel.
3. Implement training and staff development activities for all personnel.

The TEC represents all divisions of the school system including instructional, classified and administrative personnel. The composition of the TEC Council is:

- 1 teacher from each school in the district (8)
- 1 elementary curriculum assistant
- 1 secondary curriculum assistant
- 1 elementary principal
- 1 secondary principal
- 1 district staff representative
- 1 classified representative
- 1 chairperson, district advisory committee
- 1 university representative
- 1 teacher professional organization representative

Teacher representatives are elected by their school faculties. The remaining council members are elected by the group they represent. Recommendation of council members is made by the superintendent to the school board for appointment. Terms of office for TEC members are staggered three-year terms so that one-third of the members are elected each year. This system assures continuity on the Council.

Prior to the organization of the Teacher Center the Sumter school district had a very strong inservice self-study committee composed of curriculum assistants from each school, representatives from the teacher's professional organization and district level program coordinators. To retain the expertise of this group, the TEC Council and the self-study committee meet together. This makes the group rather large to work with (33 members) but is well worth the effort. The self-study committee participants are non-voting members of the Council.

During the 1979-80 school year the TEC Council met once a month. Meetings were held during the school day with substitutes provided for the members. For several reasons the group elected to have four formal meetings during the 1980-81 school year--one during pre-planning, one each semester and one during post-planning. Special meetings are called as needed. Thus far we have had one called meeting. The executive committee which is composed of the chairman, vice-chairman, secretary and director of the center meet at least once a month to facilitate any needed business. There are advantages and disadvantages to this arrangement.

Submitted by:

Dr. Millie Mizell, Director
Instruction and Teacher Center
Sumter School District
Bushnell, Florida 33513

A MINI CONVENTION:
ONE STRATEGY FOR DELIVERING INSERVICE TRAINING

Utilizing a mini convention as a strategy for providing short term training to educational personnel has been used by one small teacher education center in Florida for the past two years. Members of the Sumter School District Teacher Center Council have found the mini convention to be a very effective pre-school training effort and one that teachers and other school personnel find exciting.

Preparation for the mini convention which is held during August begins much earlier in the year--usually in March or April. All TEC members are involved in planning and organizing the mini convention. Input relative to session topics and consultants are secured from local school personnel.

The busy day begins with a general session and keynote speaker that sets the tone for the meeting. The general session is followed by five one-hour concurrent sessions. Personnel may select from an assortment of ten to twelve workshops each hour or they may select from the two-hour mini labs that are scheduled throughout the day. Topics for workshops are very diverse. Some of the workshops available were: guidance in the content area, language experience approach, how to cope with stress, toward the 21st century: implications for education, working with pullout programs, computerics in Sumter schools, time management, music in the classroom, utilizing test data in the classroom, flying discs, I like myself, recent legislation affecting education, elementary and secondary mathematics, how to develop more positive self-concept in students, new trends in agriculture education, utilizing basic skills in the content area, map skills for elementary students, sequencing competencies in

business education, home economics update, grouping for instruction, analyzing oral reading errors, computer literacy, developing listening skills, alternative approaches for discipline, vocational reporting procedures, techniques in art, introduction to CPR and Hemlich, media utilization in the classroom, seatwork games for better classroom management, do your bulletin boards teach?, quick review of metrics, adult education update, coordinating programs for exceptional students, how to recognize childhood diseases, food service workers update, and latest techniques in coaching. While concurrent sessions are scheduled there are two other services available to personnel. (1) A Resource Center with representatives from retirement, credit union (complete with computers for making loans), social security, certification, insurance, annuity, district staff, and the teacher's professional organization, to answer any individual questions. (2) Thirty or more exhibitors with materials available so teachers can browse and select teaching aids.

Lunch is catered and available on campus. Personnel may eat at their convenience. The local teacher's professional organization provided refreshments for between session breaks and the district reading council started the day with coffee and donuts for "early birds" at 7:30 a.m.

The teacher center in Florida is more a concept or idea rather than a place or a resource center. Collaboration plays a very important part in the success of the concept. Providing a mini convention certainly called for a great deal of collaboration. When the day was over and the events analyzed the Sumter TEC Council members felt that they really knew the meaning of the term collaboration and cooperation because they had experienced it "first hand." Five universities and colleges, three other state agencies, five other school districts, department of education per-

sonnel both from state and regional offices, a university lab school, and the department of education in South Carolina had personnel involved as presenters at the mini convention. Six of the eight schools in the district, district staff members, and some of the exhibitors also had people who served as presenters for the mini convention. All schools had personnel involved in some way during the day either as presenters, presiders, or committee members.

The opening paragraph included the statement that the mini convention was one strategy for providing short term training for personnel. This statement was made with the realization that providing only short term training is not the complete answer when providing staff development experiences. Long term training must be an integral part of any planned inservice program. The spin off value of the mini convention has been that it has led to long term training via requests from personnel for more indepth training based on their participation in the one or two-hour sessions provided at the mini convention.

Sumter School District - small, rural district in Central Florida.

Student population:	4,700
Number of schools	8
Number teachers	280
Number administrative and classified personnel	295
Total personnel who participated in mini convention	575

Submitted by:

Dr. Millie Mizell, Director
Instruction and Teacher Education Center
Sumter School District
Bushnell, Florida 33513

RESEARCH CONDUCTED ON FLORIDA'S COMPETENCIES

A study entitled Mandated Generic Competencies and Florida's School District Training Programs for Inservice Teachers was conducted by Millie Mizell of the Sumter School District, Florida, during the 1979-80 school year. The study dealt with three areas of teacher inservice training: (1) the inclusion of the 23 essential generic competencies in training components, (2) the needs assessment processes in use in Florida's school districts, and (3) the types of alternative modes or strategies available for delivering training to inservice teachers in Florida.

Competencies-Training Components

The intent of the first part of the study was to determine if training in the 23 essential generic competencies which were mandated for initial certification of teachers in Florida's 67 school districts was available to inservice teachers employed in the school districts during 1979-80. Training available for inservice teachers is reflected in the Master Inservice Plans developed annually by all school districts in Florida.

Data relative to the training components and the inclusion of the 23 essential generic competencies were displayed in two ways in the study: (1) the five categories assigned the competencies by the Council on Teacher Education (COTE) which were communication skills, basic general knowledge, technical skills, administrative skills, and interpersonal skills, (2) The other method used for displaying the data was the program categories used by the Department of Education (DOE) for annual reporting of master inservice programs. The DOE program categories included basic programs, exceptional education, vocational education, adult education, instructional support, general support, and general components.

The data indicated that in the COTE identified competency areas the technical skills area received much more visibility in the training components than all of the other competency areas combined. The communication skills, the basic general knowledge, and the interpersonal skills areas received much less visibility in the training components than did the administrative and technical skills areas.

The data showed that in the program categories used for DOE reporting the basic program area components reflected a much higher incidence of inclusion of competencies than did the other six program areas. Adult education and general support areas (administrators and classified) received very little visibility.

Needs Assessment Processes

The second part of the study was concerned with the needs assessment processes in use in Florida's school districts during 1979-80. This part of the study attempted to determine if the 23 essential generic competencies were included in the assessment of needs of inservice teachers and the processes utilized for determining the needs. The availability of needs assessment instruments in the districts, the type of needs assessment conducted (formal or informal), and the use of perceived and/or programmatic needs were also a part of the data secured in this section of the study.

Alternative Modes/Strategies For Delivering Training

The third area of the study was devoted to analyzing the number and type of alternative modes or strategies that were available in Florida's 67 school districts for delivering training to inservice teachers. Forty-three different strategies for delivering training to inservice teachers were identified in Florida's 1979-80 Master Inservice Plans. The forty-

three strategies included in order of use as indicated by school districts were: Workshop, college course, conference/convention, visitation/observation, individual modules/programmed instruction, supervision of interns, educational travel, individual or directed study, individual research or projects, faculty or group study or projects, professional reading, seminars, lectures, demonstrations, educational television or ITV, consultant/technical assistance, exhibits, curriculum fair, mini course/micro teaching, symposium/forum, mini convention, clinic, southern association self-study, professional paper publication, partnership program, in-school advisor, institute, on-the-job training, subject-service area studies, role exchange, performance in special art area, exchange teacher, clinical professor/class, adult classes, exploration of educational task, peer panel-portfolio procedure, sabbatical, component leadership, department of education committee, faculty exploration, peer-partner training, and professional study.

At the time that the study was conducted there was no attempt to secure complete descriptions of the strategies that were displayed in the master inservice plans. The study merely identified the strategies as indicated in the MIP's of the 67 school districts. However, future plans are to secure complete descriptions of the 43 strategies and to ascertain the number that are totally different and the number that are duplication with merely a different name or title.

Submitted by:

Dr. Millie Mizell, Director
Instruction and Teacher Education Center
Sumter School District
Bushnell, Florida 33513

ST. LUCIE COUNTY TEACHER EDUCATION CENTER

Origin in Consortium

Florida began implementation of its Teacher Education Center program in 1975 with 10 Centers, 3 of which were multi-district consortia. The St. Lucie County Teacher Education Center is an outgrowth of the Florida Mideastern Teacher Education Center which was a three district, one university consortium. After 4 years of operation, each district established its own TEC, each of which collaborated with the state universities and private universities and colleges of choice.

Teacher Education Center Council - St. Lucie County, Florida

The St. Lucie County Teacher Education Center Council is made up of representatives of the personnel served by the TEC, as follows:

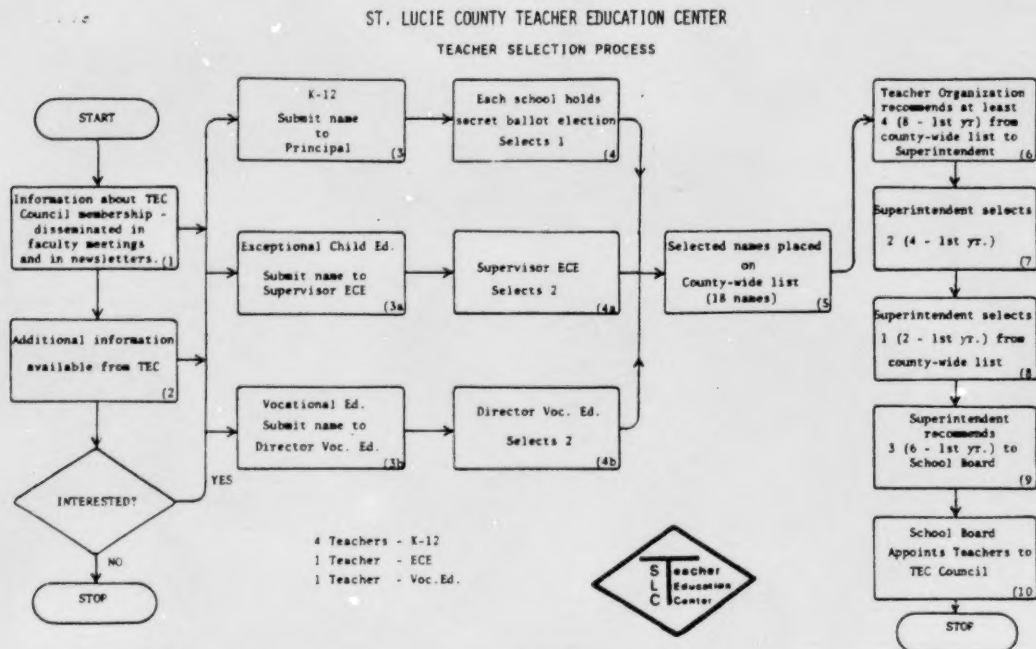
CLASSROOM TEACHERS

- 2 Elementary
(1 Primary, 1 Intermediate)
- 1 Middle School
- 1 Secondary School
- 1 Exceptional Student
- 1 Vocational

ADMINISTRATORS

- 1 Principal
- 2 Administrators (District Level)
- 1 Layperson
- 1 University Representative

This conforms to the Florida guidelines and also, through the representation of Exceptional and Vocational educators, meets the requirements for Federal Teacher Education Centers. The selection process is demonstrated by the following flow chart.



Teacher Education Center Councils recommend budget and staff to the Superintendent and monitor the operation of the TEC Program. Members form an informal communication link with the teachers in the schools and provide continuous feedback on teacher perceived needs and program effectiveness. The St. Lucie County Teacher Education Center Council is also especially concerned with program evaluation and reviews participant reactions continuously.

In order to function effectively in this new role, teachers participate in a training program which is open to all council members but which focuses upon the needs which teachers experience. The training program provides a knowledge base which includes the origin and intent of the TEC Law and how this is interpreted in the organization and operation of their TEC. They become familiar with their roles and responsibilities and with what it means to operate a TEC program utilizing a data base. The development of communications skills permeates the training program and most activities are designed to enhance the development of group process skills.

The TEC Program is an integral part of the total district program. While every effort is made to respond to teacher perceived training needs, the needs assessment process includes an examination of student data and of programmatic needs of the school district. The TEC Council forms a Self-Study Committee for the district inservice program and in this capacity conducts an annual review of the Master Inservice Plan. The Self-Study Committee reviews the current and the proposed instructional program of the district and makes an assessment of the competencies which instructional personnel must improve, or acquire, in order to implement the program. With this information as a base, the Committee then reviews the Master Inservice Plan to determine its adequacy. Specific recommendations regarding revisions of the Plan are made to the Director who is responsible for its development.

A newsletter is published by the TEC to keep the staff abreast of Teacher Education Center activities and to improve internal communications within the school district. All personnel are encouraged to submit items about programs and events of general interest. Special honors and accomplishments of individuals and groups are highlighted and a calendar of inservice activities is a regular feature of the Lucy News.

FLORIDA STAFF DEVELOPMENT LEADERSHIP CONFERENCE

Florida's first Staff Development Leadership Conference was held in 1975. About 80 participants, representing Florida's 67 school districts, were in attendance. This group formed a supportive nucleus which recognized the potential that such a conference had for improving both Staff Developers and their programs, and each succeeding conference has evidenced continued growth. With the advent of Teacher Education Centers, a broader array of people have been identified as staff development leaders in their districts and have participated in the conference.

Planning Committee

A committee chairperson is selected at the end of each conference. Since Staff Development Leaders are an informal group, the only responsibility of the Chair is to identify and organize a planning committee which will plan the conference for the following year. Committee members are selected on the following basis:

All former Chairs

Effective leaders representing all geographic sections of the State

Strong contributors from previous committees

Less experienced leaders who have demonstrated commitment and promise.

Planning Process

The conference must provide appropriate training for Staff Development Leaders since their access to specific training is limited. The planning process, and the Conference itself, should model those procedures which form the basis of a good staff development program:

1. Involvement of personnel to be served
2. Assessment of needs as perceived by clientele and as evidenced by feedback (evaluation) of previous conference.
3. Provision of a variety of activities so that individuals can make appropriate choices.
4. Presentation of new and innovative programs which stimulate experienced participants.
5. Inclusion of tried and true programs for the benefit of inexperienced staff developers.
6. Inclusion of opportunities for sharing.
7. Design of conference evaluation to provide feedback which will lead to improved planning for future conferences.

The Planning Committee begins its work in January for a fall conference. In successive meetings, committee members develop a conference theme, share ideas and resources and continuously review, revise and adjust the program. When the program is well defined, duties are assigned which involve as many conference participants as possible. Planning Committee members select elements of the program for which they will be individually responsible. Every committee member has at least one specific responsibility during the conference.

Conference Format

Experience has led us to include the following elements:

*Action Labs : 4 hour participative experiences
focusing on skill development*

*Mini-Labs : 2 hour interactive experiences
which provide information on new
and innovative programs.*

*Concurrent Sessions : 1 hour awareness sessions which
provide access to information
and/or training.*

Planning Committee members work diligently each year to surpass the success of all previous conferences. They come to enjoy a special fellowship which rewards them for their hard work and results in a mutually supportive, informal leadership cadre.

FACILITATOR NETWORK

School-based Facilitators

Each school's inservice committee is chaired by a Facilitator. These Facilitators are teachers who have volunteered to serve as a communication link between the Teacher Education Center and the school staff. The local TEC, in turn, maintains a linkage with the Florida Teacher Education Center network through the Department of Education and the informal organization of TEC Directors and University Contacts.

Facilitators developed a role description which has been adopted by the Teacher Education Center Council.

QUALIFICATIONS

The Facilitator demonstrates leadership within the school and has an established record of involvement in the inservice program. The Facilitator will participate in a training program which will assist in developing the knowledge and skills needed to perform the assigned functions.

ASSIGNED FUNCTIONS

Shall serve as a communications link between the staff of the school, the Director of the Teacher Education Center and the Teacher Education Center Council.

Shall confer with the Principal and Director of the Teacher Education Center in establishing procedures for staff development activities within the school.

In cooperation with the principal, shall assume leadership responsibilities and establish communication procedures for the school. The Facilitator will disseminate information to teachers and gather feedback for transmittal to the Teacher Education Center.

Shall support the programs of the Teacher Education Center in the following ways:

- 1. Assist in organization of inservice activities.*
- 2. Maintain and submit, in proper form, records and reports as needed by the District.*
- 3. Assist in evaluating staff development inservice activities.*
- 4. Be knowledgeable of inservice opportunities available through the Master Inservice Plan and be able to convey these opportunities to the faculty at the school.*
- 5. Participate in meetings as scheduled by the Director of the Teacher Education Center.*

Facilitator Training

The Facilitators participate in a training program which focuses on the following elements:

TEC Concept - Philosophy and Operation

St. Lucie County Master Inservice Plan

Communications, Leadership and Group Process Skills

Needs Assessment (formal and informal)

Facilitators meet with the TEC Director several times each year and participate in additional training from time to time. Several TEC Council members are also Facilitators and report that they find the roles mutually complimentary.

Facilitator Handbook

The Handbook provides ready reference to the kinds of information most frequently requested by teachers. In addition to the Master Inservice Plan, copies of forms, with instructions for their use, are included. Other sections of the Handbook include Department of Education Rules pertaining to inservice training, a step-by-step outline of procedures to follow in initiating an inservice activity, needs assessment information, Facilitator and TEC Council directories and other pertinent information. The Handbook is in loose leaf format so that it can be kept up-to-date and new sections can be added as needed.

ST. LUCIE COUNTY SCHOOL-BASED INSERVICE PROGRAM

School District

St. Lucie County is located on the southeast Florida coast, midway between Cape Canaveral and Palm Beach. Its population of 100,000 is equally divided between urban and rural areas. Growth is projected at 6½%, with an expected population of 182,000 by 1990. Citrus, cattle and fishing industries continue to play an important role in the county's economy which has been augmented by the addition of tourism, construction, light industry, trade and distribution.

The public school system consists of 15 schools, serving about 15,000 students and growth projections indicate the probable opening of about one new school each year. The professional staff of the school district consists of 775, including district level administrators. Normal mobility of staff is accelerated by the opening of new schools and by the concomitant growth of administrative staff.

School-Centered Inservice Program

The Teacher Education Center serves both the instructional and the administrative staff in programs which are planned around identified needs and there is a commitment to provide inservice training which is school-centered and school-focused. Each school has a committee which helps to plan its inservice training program. In addition to assessing teacher-perceived needs, student data and curriculum requirements are considered by the committee and inservice days are scheduled so that teachers can devote time to school-focused inservice training while they are free of instructional responsibility. Additional activities are often conducted after school hours and on Saturdays.

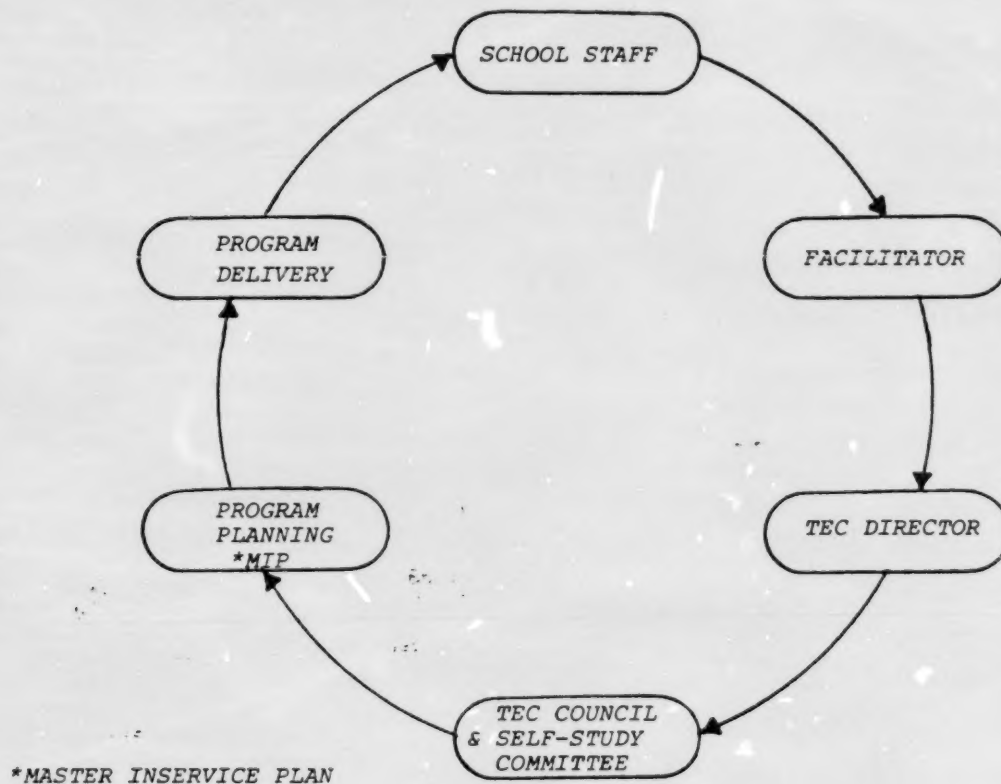
Procedures have been established to assist small groups (10 or more) in securing professional assistance. Participants can specify a delivery mode ranging from hands-on activities to clinical assistance in the classroom. Teachers may also secure release time for visits to exemplary classrooms within the school, or in other schools in the district. Visitations outside the district are arranged from time to time. Representative teachers (e.g. grade chairman, department chairman) are provided with release time and their expenses are paid so that they can participate in regional and state conventions and conferences. Such participants are expected to disseminate information and materials and demonstrate new techniques to their peers in their own sub groups within the schools.

In order to support this school-centered program, it was necessary for the Teacher Education Center to develop communication processes which clearly identify:

1. the perceived inservice needs of the school personnel,
2. the inservice training which would support the school program,
3. the delivery mode preferred by the school staff,
4. the specific resources (human or material) requested or the need for assistance in resource identification,
5. the most desirable time and place for inservice delivery.

A network was established to provide this liaison and the linkage agent was called a "Facilitator". The following figure demonstrates the continuous flow of communication within the local network.

COMMUNICATION PROCESS
SCHOOL-BASED INSERVICE



The communication flow is a circular process which focuses on the school staff. Continuous assessment of needs within the school is accomplished by the inservice committee, chaired by the Facilitator who communicates through the Director to the TEC Council. Acting as a Self-Study Committee, the Council assures provision of program planning through the Master Inservice Plan. The TEC staff is responsible for all aspects of program delivery, with the assistance of the Facilitator, as needed. Feedback is transmitted to the TEC Director through the Facilitator, thus continuing the process.

HILLSBOROUGH COUNTY, FLORIDA STAFF DEVELOPMENT

Mission

The Staff Development Office in Hillsborough County, Florida, is charged with responsibility for inservice training for 6,500 teachers through its Teacher Education Center; for supporting training programs for an additional 6,000 non-instructional support personnel; for coordinating preservice experiences for approximately 1,100 prospective teachers, of whom 450 are interns; for screening, designing, disseminating, and promoting programs addressing particular needs of Hillsborough County personnel; and for participating in local, state, and national activities promoting improvement in performance for educational personnel.

Needs Assessment

Our inservice design must be responsive to statutory and local Board mandates; to priority goals identified and adapted by the staff and Board; to staff needs in personal and professional development and in curriculum development, as determined through a formal needs assessment process and through consensus of school and district personnel in leadership positions. The training programs developed to meet the needs so identified are published in the Master Plan for Inservice Education.

Governance

The teacher training portion of the program is conducted through the state-instituted Teacher Education Center. This operation represents a collaborative effort involving the school system, the professional organization, and the College of Education at University of South Florida. Governance is provided by a Council consisting of 11 classroom teachers, nine administrative-supervising persons, one University and one lay representative. The Council is charged with making recommendations on policy and procedure, staffing, and budgeting. Subcommittees of the Council are appointed to study issues, review decisions, and to increase their own expertise in the process of functioning effectively in the governance role.

Resources and Delivery

Programs delivered through the Staff Development effort are a mix of college courses, special activities to meet specific needs of faculties or faculty groups, district wide training programs, community offerings, and support for attendance at conferences. Sessions are conducted after school, evenings, summers, and on released time during the school day. They are conducted by college and university professors, system supervisors, teachers with special expertise, community consultants, and consultants with national reputations.

The "bottom line" of the program is a broad-based training program aimed at meeting needs of up to 13,000 constituents and of a school system undertaking instruction for 115,000 students. Additionally, there is the process of developing collaborative relationships with university personnel, insuring more continuity in pre- and inservice experiences for educators, and of working toward more effective and satisfied teachers for the future. The cost of the program as conducted in our county is approximately 1,600 hours of university professor's time in actual contact with teachers plus \$585,000 allocated by state law for inservice training and about \$100,000 per year from federal and state grants for special programs. Of this amount \$110,000 is expended on office operation: salaries for two professional and three clerical persons. The reminder is directed toward participant time, materials, consultants, and other investments directly benefitting trainees.

Non-Instructional Staff Training

Funds for non-instructional inservice programs are administered through the Staff Development Office. In addition, assistance in designing programs, writing components, and identifying resources is available on request. In highly technical areas, such as data processing, the staff development role is generally restricted to writing the training component and funding trainee attendance at vendor conducted programs. In other cases, such as clerical personnel, our staff is involved from needs assessment through program delivery. School food service workers, custodians, and school bus drivers are given extensive inservice training than other non-instructional employee groups because pupils' health and safety are directly affected by these jobs.

EDUCATION STANDARDS COMMISSION
AND
COUNCIL ON TEACHER EDUCATION

Council on Teacher Education

Since 1972, the State of Florida has utilized a council that has had broad representation from the education community and lay public to provide a forum for developing recommendations on the improvement of teacher education, certification and staff development. The state Commissioner of Education and his staff have worked with this Council on Teacher Education (COTE) to determine a "consensus position" between varying viewpoints on issues in teacher education.

COTE has engineered the development of a competency-based alternative model for certification and teacher education anchored in a list 23 Essential Generic Competencies that are written into state education policy. A statewide process of professional consensus was used to determine these generic competencies. The model calls for acquisition of generic and specialization competencies through state-approved teacher training programs; demonstration of competencies on a written examination and during a year-long internship or three years of teaching; verification of the competence of individuals by the state, universities and school districts; and certification by the state. School district inservice training programs will then provide for maintaining competencies during the teaching career.

A manpower information system for educational personnel has been initiated by the Council to establish a management system that makes possible an annual review of the state's educational personnel needs and resources. Florida has had no educational manpower information system in the past.

Education Standards Commission

On October 1, 1980, Florida's new Education Standards Commission replaced the Florida Council on Teacher Education and the State Council for Teacher Education Centers. The duties include making recommendations to the State Board of Education in matters relating to teacher inservice and preservice training, the identification of and assessment of essential professional competencies, ethic and professional standards, location and operation of teacher education centers.

The new Commission is comprised of 24 members. The law requires that it include 12 teachers, of whom one is a non-public school teacher with a Florida teaching certificate and one is certified and assigned as a vocational education teacher. The other members of the ESC must include one district superintendent, 2 school principals, one teacher education center/inservice director, 4 lay citizens, 3 representatives from higher education and 1 from a community college. People are nominated for membership by the various constituent groups they represent.

THE UNIVERSITY OF WEST FLORIDA
OFFICE OF TEACHER EDUCATION CENTERS

The University of West Florida is an upper level higher education institution located in the Panhandle region of Florida (Pensacola). UWF was among the first group of universities to submit a Teacher Education Center proposal (1974) in cooperation with Okaloosa County, Bay County and PAEC (Panhandle Area Education Cooperative).

Currently UWF TEC provides inservice to thirteen Florida Counties (19% of the State) through five TEC: Escambia TEC, Santa Rosa TEC, Okaloosa TEC, Walton TEC, Bay TEC, PAEC TEC (Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty and Washington Counties), and Pinellas TEC.

UWF has had the second highest university productivity level in two of the past four years. During these peak years UWF was averaging 700 workshops a year.

Workshops have been conducted in every academic subject area and in the support services. There have been workshops for school board members, bus drivers, cafeteria workers, etc.

Over ninety-five percent of the services provided have been conducted in the counties making TEC a true field based program.

One outstanding UWF TEC project has been the Early Childhood Education Program--a joint long term effort among ten West Florida School districts, three state universities, and the State Department of Education to promote an exemplary early childhood program. One product of the Early Childhood Education Program was the Field Based Certification Project which received the outstanding Teacher Education Program Award in 1978 and 1979 given by the Florida Association of Teacher Educators.

For more information contact:

Dr. John Dunworth, Dean
Dr. Barney Stoutamire, Assistant Dean
Dr. P.C. Wu, Program Director

College of Education
Pensacola, FL 32504

THE FLORIDA ASSOCIATION OF TEC
DIRECTORS AND UNIVERSITY CONTACTS

The Florida Association of TEC Directors and University Contacts was formed in 1974 to facilitate communications and staff development among the various parties involved with the new Teacher Center movement. The group has never been formalized but has met on a regular basis since its inception. The frequency of meetings has dropped from the early monthly type to a current three times annually, each--two days long reflecting perhaps increased knowledge in TEC principles and confidence in their operation.

Members of the association include County TEC Directors, University Contacts, the Florida State Department of Education and the Florida Board of Regents.

The Chairperson of the association had been a County TEC director from 1974 to 1979. However in 1979 a university contact was elected chairperson again reflecting growing trust between the counties and the universities.

During 1979-80 the association was divided into six committees: Needs assessment, Legislative, Funding Research, Communications and Management and Policy Making.

The association has done much to facilitate communication among the various constituent groups. People having information to disseminate have a centralized place to approach. As a group the association has been able to impact legislative decisions. The group provides staff development for its members and provides a forum for the exchange of promising practices and mutual problem solution.

The association has contributed greatly to the growth and the strength of the Teacher Education Center movement in Florida.

SUS/TEC SERVICE AGREEMENT SUMMARY
1980-81

Center/ University	1 Comp. Skills	2 Comm. Skills	3 RICA	4 Adm/ Supv	5 Voc Ed	6 ESE	7 Metrics	8 Couns/ Guid	9 Cons Ed	10 CR Mgt	11 GElem	12 GMid	13 GSec	14 Media	15 Other	16 Program Total	17 Center Total
Alachua/ UF UNF FSU	200	200	130		60		100	100		100 230	150	150	300	80	60	1630 230 62	1922
Bay/ FSU FAMU UNF	14	28		28	42 71	42		42	42	72	56 42	28	84 28	28	202 18	666 130	
Brevard/ UF FSU USF FAU UCF FIT Stet	35	36	122	44		88	48	47		72	89	51	50	71	231	1055	1851
Broward FSU FAMU USF FAU UCF FIT Stet			150	40						100 10	50 20	54 20		58	100 24 40	494 132 100 60	
Citrus UF USF FAU FIU			30		30		50	10		70	600	80		70		900 60 272	2013
Clay FSU FAMU USF FAU FIU			100	100	100		50								200	300 300 300 3100 2098	6098
Collier UF USF FAU UCF UNF JU	36 24 50	24 24 50	12							12 12	12				40 99	136 183	319
Columbia UF FSU FAMU USF FAU FIU UM	50	50		50	50	50 25		100 50			50					250 200 25 125	
Dade/Monroe UF FSU FAMU USF FAU FIU Barry Biscay FIMem UM	50 42	50 42	36	50		50 20		86			200 20	25 100 20	50 100 20			686 200	1486
Duval FSU USF FAU FIU UM				40		40 30		30	40		60 112 237 60		70 75		15	15 400 312 400 200	1327
Escambia UF FSU FAMU USF FAU FIU Barry Biscay FIMem UM	125	125	30					75		45	40	55	55	75	15	550 90	640
Gadsden UF FSU FAMU USF FAU FIU Barry Biscay FIMem UM					50	50		200							100 240 140 50 290	300 100 300 400 290	
Gilc/Layf UF FSU	100	70 40			500	100				4000 100 240 60 100					2760 50	7530 190 240 120 1000	10470
Hamilton UF					20		50	60				50	30		575		
						237 220 62 50					950				36 2668	273 3680 50	4223
	130	130	130	65	65	143	65	91	65	104	104	104	104	104	361	1765	1765
				30 40							46 46	55 50	55 50			186 186	372
															195	195	
	88	87														175	370
			18					30		30	25	50	50			203	203

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Hernando	UF							12								12	24	
	USF	88	33	33			22					33		33	33	244	519	
	UNF						66										66	609
Hillsboro	UF								42		15	15		228			300	
	FSU													37			37	
	USF	248	107	57	90	670	300		225	200	125	1025	450	588		243	4328	
	UCF											75				50	75	
	UM															50	50	4790
Indian Rv	UF												50	40			90	
	FSU				35				40					40	25	80	220	
	USF															50	50	
	FAU		90					20			40	25		25		10	210	
	UCF			30		50								20			100	
	FIU											38		50			88	
	FIT												67				67	825
Jefferson	FSU	44	44	22			11		14		33		11			6	185	185
Lake	ICF	53	53		30		40	40	40	50	94	65	75	65		143	748	748
Leon	FSU	170	119	44			40				204	156	151			755	1639	
	FAMU		61	40		222						74				37	434	2073
Madison	FSU	60	36		12						36	10			24		178	
	UNF						60									60	120	298
Manatee	USF	200	100	30	50	30	100	150	100	50	300	449	200	50	30	50	1889	1889
Marion	UF	40	40			15	20							24		278	417	
	FSU	40				20										155	215	
	USF	80	20			16					58		49			10	233	
	UCF					40											40	905
Martin	FAU	50	50	15	50	15	50		15		30	140	140	140	15	61	771	
	UCF		18	18													36	807
Nassau	UNF	64	35	30	8	8	56	16	40	24	16	90	56	39	32	128	642	642
NE Fla	UF	60	60	100				40	60		60		20				400	
	FSU			50					25		25	33	33	34			200	
	UCF				50						50						100	
	UNF	100	100	100	100	100	100	60	100		200	1333	100	100			2493	3193
Okaloosa	UNF	90	120	330	96		270	120	48	48	96					928	2146	2146
Orange	UF	80	230	48					48		90	90	320	100			378	1384
	FSU	54					16										180	250
	FAMU					64											64	
	USF					56	165					28				84	333	
	FAU					32											32	
	UCF	175	175			15	159				186	170	80		35	450	1445	
	FIU															32	32	
	Rollins										11						11	3551
Osceola	UCF	205	200	60			50	45			100	110	110	110			990	990
Palm Bch	USF						150										150	
	FAU				582		50					582	617	622		500	2953	3103
PAEC	FSU	81	81	81	115		58	28	20		50	130	55	55	15	90	859	
	FAMU	40	40		40		67		40			67				40	334	
	UNF	214	214	214	60	60	60	44	17		30	60	60	60		101	1194	2387
Pasco	UF		25														25	
	FSU						44										44	
	USF	88	70			215	144		117			256				95	985	
	UNF						12										12	1066

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Pinellas	UF		100		300		340		100		200			100			1140	
	FSU				150		50				50	50	50	50			400	
	FAMU					400											400	
	USF				1060	600	500		200	150	200	400	400	400	200	1337	5447	
	UWF								100								100	
	UCF				50								50	50			150	
	FIU											50	75	75			200	
Polk	UNF						450										450	8287
	UF					30											30	
	FSU	40															40	
	USF	400	200	315	400	500	200			100				33		417	2565	
	FSC				2840												2840	5475
	UF				100						67	75				33	275	
	FSU		50											15			65	
St. Lucie	FAU		218	30	100		48		116	30	125	90		18			775	
	UM															100	100	1215
	UWF	70	70	70	28	28	23	28	14		70	28	28	28	14	28	527	527
	UF				100		50		130			50	50	50			430	
	FSU	50	50	50	50							50	50	50		150	500	
	FAMU											50		50			100	
	USF	100	100		400		50		100		100	200		200	50		1300	
Sarasota	FIU						25										25	
	UNF						75										75	2430
	UF		400	100					400								900	
	UCF	300	400	100	100	200	100		400								1800	
	Rollin	50	50	50	50						50	50	50	50	50		300	
	Stet	50	200				50										300	3300
	UF						16		40								56	
Southwest	FSU													30			30	
	FAMU					30											30	
	USF	230			64		91		150		225	250	125	125		380	1640	
	FAU	50	50									150	36	600		120	1006	
	FIU	160	124				61				150	150	150	150		420	1365	
	UNF						32										32	
	Barry											150					150	
Sumter	UF		10	25	15				15							35	100	
	USF	30					15						20			27	92	192
Suwannee	UF	80	80	80				60									300	
	UNF										135						135	435
Taylor	FSU	25	65	12	12	30	25	12	12	18	18	36	24	21	12		322	322
	UF												28				28	
Tri-County	FSU						60						30				30	
	USF	728		24	124											99	1035	
Volusia	FAU	50		14	24									14		262	364	1457
	UF		113	12	12		24		30			15		15		36	257	
	USF						42										42	
	FSU	35					15		15							75	140	
	FAMU											9		6			15	
	UCF	36	128	12	56		36	12		48	24	100	54	36	36	60	638	
	FIU		30														30	
	UNF		12				6		6								24	
	FIT						6									28	34	
	IIM						12										12	
	Rollin	16	12								40						68	
	Stet		8	8			28				27	72		8		32	183	1443
Wakulla	UF				11				11	11	6		50			28	50	
	FSU	11															78	184
Walton	FAMU	17	6			33											56	
	UWF	30	30	30	75				75	30	30	30	30	30	75	226	691	691
TOTAL		6591	6361	3332	9086	5337	6867	1050	3926	906	9655	10478	5116	6093	1256	17484	93538	

FLORIDA TEACHER EDUCATION CENTER DIRECTORY

SEPTEMBER 1980

CENTER	TEC DIRECTOR	COUNCIL CHAIRMAN	COLLABORATING INSTITUTION(S)	UNIVERSITY CONTACT
Alachua/CREATE	Mrs. Faye Cake 1817 E. University Avenue Gainesville 32601 904/373-5192 Suncom 351-1297	Richard Dolder Shell Elementary School Brown Street Hawthorne 32640 904/481-2444	University of Florida -----	Dr. Charles Henderson 904/392-1058 or 392-0700 Suncom 622-1058 or 622-0700
Bay	Mr. Clarence Pilcher P. O. Drawer 820 Panama City 32401 904/769-1431 Suncom 290-1266	Flossier Gautier Bay High School 1200 Harrison Avenue Panama City 32401 904/769-4865	University of West Florida --- Florida A & M University ----- Florida State University -----	Dr. P. C. Wu 904/476-9500 Suncom 251-1437 Dr. Adelbert Jones 904/599-3154 or 599-3482 Suncom 286-3154 or 286-3482 Dr. Will Veal 904/644-4834 Suncom 284-4834
Brevard	Ms. Wilda Pace 615 Seminole Drive Rockledge 32955 305/631-1911 ext 407 Suncom 323-1407	Mark Williamson Madison High School 3375 Dairy Road Titusville 32780 305/267-4077	University of Florida ----- University of Central Florida-	Dr. Charles Henderson Dr. Robert Rothberg 305/275-2334 Suncom 345-2334
Broward	Dr. Mary Dorsey 600 NW 19th Avenue Building #4 Ft. Lauderdale 33311 305/765-6700	Dianne Holsapfel Inservice Department 600 NW 19th Ave Building #4 Ft. Lauderdale 33311 305/765-6700	Florida Atlantic University -- Florida International University	Dr. Marilyn Floyd 305/395-5100 Ext 2801 Suncom 463-2801 Dr. Robert Testa 305/552-2726 Suncom 441-2726
Citrus	Mr. John Headlee 1507 West Main Inverness 32650 904/726-1931	Barry Snyder Citrus High School 601 W. Main Street Inverness 32650	University of South Florida -- University of Florida ----- Florida State University -----	Dr. Philip Pfof 813/974-2786 Suncom 574-2786 Dr. Charles Henderson Dr. Will Veal

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Clay	Mr. Thomas Moe P. O. Box 488 Green Cove Springs 32043 904/284-3041	William Turner Doctor's Inlet Elementary P. O. Box 66 Doctors Inlet 32030 904/264-5293	University of North Florida --	Dr. Dennis Holt 904/646-2520 Suncom 661-2520
Collier	Mr. Herbert Cambridge 3710 Estey Avenue Naples 33942 813/774-3460 Suncom 584-1265	Ermil Stohler Pine Ridge Middle School 1515 Pine Ridge Rd. Naples 33940 813/597-3136	University of South Florida -- Florida Atlantic University -- Florida International University University of Miami -----	Dr. Philip Pfost Dr. Marilyn Floyd - Dr. Robert Testa Dr. Robert Hendricks 305/284-3711
Columbia	Dr. Rose Smith P. O. Box 1148 Lake City 32055 904/752-7812	Mary Cole Five Points Elementary P. O. Box 1268 Lake City 32055 904/752-9183	University of Florida -----	Dr. Charles Henderson
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Duval	Dr. Ann Tillman 1325 San Marco Blvd Jacksonville 32207 904/633-6150	Judy Poppell, Principal Douglas Anderson 7th Grade Center 2445 San Diego Road Jacksonville 32207 904/396-7038	University of North Florida -- Jacksonville University -----	Dr. Dennis Holt Dr. Daryle May 904/744-3950
Escambia	Mr. Earl Craft P. O. Box 1470 215 Garden St Pensacola 32597 904/432-6121		University of West Florida ---	Dr. P. C. Wu
Gadsden	Mrs. Nonnie Zeigler P. O. Box 818 55 Experiment Station Rd Quincy 32351 904/627-9651	Catherine James Havana High School P. O. Box 618 Havana 32333 904/539-6437	Florida State University ----- Florida A & M University -----	Dr. Will Veal Dr. Adelbert Jones

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Hillsborough	Mr. John Lizer Instructional Services Center 707 E. Columbus Drive Tampa 33602 813/272-4387	Carolyn O'Steen Mango Elementary School P. O. Box 8 Mango 33550 813/689-2181	University of South Florida -- University of Tampa -----	Dr. Philip Pfost Dr. Samuel Brick 813/253-8861
Indian River	Mr. Harold Winkler P. O. Box 2648 Vero Beach 32960 305/567-7165	Peggy Berggran Vero Beach Sr. High School 1707 16th Street Vero Beach 32960 305/567-1131	Florida Atlantic University --	Dr. Marilyn Floyd
Jefferson	Mrs. Dorothy Bishop P. O. Box 499 Monticello 32344 904/997-3562	Clyde Kruce Jefferson County High School Box 540 Monticello 32344 904/997-3555	Florida State University ---	Dr. Will Veal
Lake	Mr. Leon Hamilton 201 W. Burleigh Blvd. Tavares 32778 904/343-3531	Betty Ryneanson Umatilla High School Umatilla 32784 904/669-3131	University of Central Florida-	Dr. Robert Rothberg
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Madison	Dr. Roy Scott P. O. Box 449 Madison 32340 904/973-4567	Monteze Barrs Madison High School Madison 32340 904/973-6316	Florida State University -----	Dr. Will Veal

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Marion	Mr. Dean Kells P. O. Box 670 512 SE 3rd Street Ocala 32670 904/732-8041		University of South Florida --	Dr. Philip Pfost
Martin	Ms. Deana England 500 E. Ocean Boulevard Stuart 33494 305/287-6400 ext 121 Suncom 481-1121	Ken McDonald Martin County High 2801 S. Kanner Hwy 305/287-0710	Florida Atlantic University --	Dr. Marilyn Floyd
Nassau	Mr. Robert Stover 209 Cedar Street Fernandina Beach 32034 904/261-0158	Maria P. Stover Yulee Elementary School Yulee 32097 904/225-5116	University of North Florida --	Dr. Dennis Holt
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Okaloosa	Mr. Dewey Huddleston 120 Lowery Place Ft. Walton Beach 32548 904/244-2161	Randi Frieze Choctawhatchee High School 110 Racetrack Road Ft. Walton Beach 32548 904/863-1142	University of West Florida ---	Dr. P. C. Wu
Orange	Mr. Douglas Dillon 410 Woods Avenue Orlando 32805 305/423-9205 Suncom 329-1341	Bobbie Ross West Orange High School 1625 S. Bulah Road Winter Garden 32787 305/656-2424	University of Central Florida- University of Florida ----- Florida State University -----	Dr. Robert Rothberg Dr. Charles Henderson Dr. John Hansen
			Rollins College -----	Dr. Harry Morall 305/646-2242
			Stetson University -----	Dr. James Coffee 904/734-4121

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Osceola	Mr. Walter Watkins P. O. Box 1948 Kissimmee 32741 305/847-3147 Suncom 352-7440	Lynn Gigard Michigan Avenue Elementary 2015 S. Michigan Ave. St. Cloud 32769 305/892-5184	University of Central Florida-	Dr. Robert Rothberg
Palm Beach	Dr. John Thurber P. O. Box 2469 West Palm Beach 33402 305/684-5082 Suncom 472-5082	Sandra Haas Greenacres Elementary 405 Jackson Avenue Greenacres City 33463 305/965-0440	Florida Atlantic University --	Dr. Marilyn Floyd
PAEC (Calhoun Franklin Gulf Holmes Jackson Liberty Washington)	Mr. Allen Scott P. O. Box 190 411 West Boulevard Chipley 32428 904/638-4131	Chas Osborne Port St. Joe High School Port St. Joe 32456 904/229-8251	Florida A & M University ----- Florida State University ----- University of West Florida ---	Dr. Adelbert Jones Dr. Will Veal Dr. P. C. Wu
Pasco	Miss Mary Giella 2609 US Hwy 41, N. Land O'Lakes 33539 813/996-3600	Bruce Baldwin Zephyrhills Junior High 1007 10th Avenue Zephyrhills 33599 813/782-9574	University of South Florida --	Dr. Philip Pfof
Pinellas	Dr. John H. Still/John Bauer 205 4th Street, SW Largo 33540 813/585-9951	Lottie Ellis John F. Kennedy Middle School 1660 Palmetto St. Clearwater 33515 813/461-4888	University of South Florida --	Dr. Philip Pfof
Polk	Mr. James Miles P. O. Box 391 Bartow 33830 813/534-1511	Bill Wooldridge N.E. Jr. High School 601 Avenue T, N.E. Winter Haven 33880 813/293-3854	University of South Florida --	Dr. Philip Pfof
St. Lucie	Mrs. Jean Horton 310 Preston Court, Bldg. C Fort Pierce 33450 305/465-9968	Dorothea Brennan Ft. Pierce Central High Sch 1101 Edwards Rd. Ft. Pierce 33450 305/464-6000	Florida Atlantic University --	Dr. Marilyn Floyd
Santa Rosa	Mrs. Hilda Cox P. O. Drawer 271 Milton 32570 904/623-3663	Mrs. Hilda Cox	University of West Florida ---	Dr. P. C. Wu

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Sarasota	Dr. Idella Moss 2418 Hatton Street Sarasota 33577 813/966-4424	Nancy Newman Sarasota Voc Education Center 4748 Beneva Road Sarasota 33581	University of South Florida -- Dr. Philip Pfof	
Seminole	Dr. Charles Swaggerty 1211 Mellonville Avenue Sanford 32771 305/322-1252	William Dailey Seminole High School George Avenue Sanford 32771 305/322-4352	University of Central Florida- Dr. Robert Rothberg Rollins College ----- Dr. Harry Morall Stetson University ----- Dr. James Coffee	
Southwest (Charlotte DeSoto Glades Hendry Lee)	Ms. Sharon Miller 2055 Central Avenue Fort Myers 33901 813/334-1102 ext 260	Edna Jackson Heights Elementary Rt. 19, Box 550 Fort Myers 33907 813/481-1761	Florida Atlantic University -- Dr. Marilyn Floyd Florida International - Dr. Robert Testa University University of South Florida -- Dr. Philip Pfof	
33 Sumter	Dr. Millie M. Mizell P. O. Box 428 Bushnell 33513 904/793-2315 Suncom 352-7030	Dale Swain South Sumter High School P. O. Box 67 Bushnell 33513 904/793-3131	University of Florida ----- Dr. Charles Henderson	
Suwannee	Mr. O. P. Warren Warren & Church Streets Live Oak 32060 904/362-2252	David Morgan Suwannee Middle School Live Oak 32060 904/362-2252	University of Florida ----- Dr. Charles Henderson	
Taylor	Mrs. Glenda Hamby P. O. Box 539 Perry 32347 904/584-4984	Don Howarth Taylor County High School 601 E. Lafayette St. Perry 32347 904/584-7211	Florida State University ----- Dr. Will Veal	
Tri-County (Hardee Highlands Okeechobee)	Mr. Wayne Duncan 426 School Street Sebring 33870 813/382-1121 Suncom 590-1231	Mrs. Linda Coles Okeechobee High School 200 NW Parrott Ave Okeechobee 33422 813/763-3191	Florida Atlantic University -- Dr. Marilyn Floyd University of South Florida -- Dr. Philip Pfof	

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Volusia	Mrs. Lynn Gold P. O. Box 1910 Daytona Beach 32015 904/255-6475 Suncom 391-1267	Ann H. Smith Campbell 8-9 Grade Center 601 South Keech Daytona Beach 32014 904/253-1686	University of Central Florida- Bethune-Cookman College ----- Rollins College ----- Stetson University -----	Dr. Robert Rothberg Dr. Florence Roane 904/255-1401 Dr. Harry Morall Dr. James Coffee
Wakulla	Ms. Andrea Barrett P. O. Box 98 Crawfordville 32327 904/926-7131	Bonnie Holub Crawfordville Elementary Crawfordville 32327 904/926-3641	Florida A & M University ----- Florida State University -----	Dr. Adelbert Jones Dr. Will Veal
Walton	Mrs. Hilda Coursey Professional Development Center Park Street DeFuniak Springs 32433 904/892-5721	Janet Campbell West DeFuniak Elementary DeFuniak Springs 32433 904/892-2713	University of West Florida ---	Dr. P. C. Wu

Mr. James Parris
Consultant, Teacher Education Centers
Department of Education
Knott Building
Tallahassee, FL 32301
904/488-0642
Suncom 278-0642

Dr. H. Finn Groover
Coordinator, Academic Programs
Board of Regents
Collins Building
Tallahassee, FL 32301
904/488-7702
Suncom 278-7702

Mr. Louis V. Morelli
Administrator, Inservice Staff Development
Department of Education
Knott Building
Tallahassee, FL 32301
904/488-0642
Suncom 278-0642



State of Florida
Department of Education
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Ralph D. Torrington, Commissioner
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opportunity employer

UNIVERSITY CONTACTS

Dr. Adelbert Jones
FLORIDA A & M UNIVERSITY
College of Education
Boulevard Street
Tallahassee 32307
904/599-3154 or 3482
Suncom 286-3154 or 3482

Dr. Marilyn Floyd
FLORIDA ATLANTIC UNIVERSITY
College of Education
Boca Raton 33432
305/395-5100 ext 2801
Suncom 463-2801

Dr. Robert Testa
FLORIDA INTERNATIONAL UNIVERSITY
School of Education
Tamiami Trail
Miami 33199
305/552-2726
Suncom 441-2726

Dr. John Hansen/Dr. Will Veal
FLORIDA STATE UNIVERSITY
College of Education
Tallahassee 32306
904/644-4834
Suncom 284-4834

Dr. Robert Rothberg
UNIVERSITY OF CENTRAL FLORIDA
College of Education
P. O. Box 25000
Orlando 32816
305/275-2334
Suncom 345-2334

Dr. Charles Henderson
UNIVERSITY OF FLORIDA
College of Education
178 Norman Hall
Gainesville 32611
904/392-1058 or 0700
Suncom 622-1058 or 0700

Dr. Samuel Brick
UNIVERSITY OF TAMPA
401 W. Kennedy Blvd.
Tampa 33606
813/253-8861

Dr. Dennis Holt
UNIVERSITY OF NORTH FLORIDA
College of Education
P. O. Box 17074
Jacksonville 32216
904/646-2520
Suncom 661-2520

Dr. Phil Pfost
UNIVERSITY OF SOUTH FLORIDA
College of Education
4202 Fowler Ave.
Tampa 33620
813/974-2786
Suncom 574-2786

Dr. P. C. Wu
UNIVERSITY OF WEST FLORIDA
College of Education
Pensacola 32504
904/476-9500
Suncom 251-1437

Dr. Florence Roane
BETHUNE COOKMAN COLLEGE
640 2nd Ave.
Daytona Beach 32015
904/255-1401

Dr. Darryl May
JACKSONVILLE UNIVERSITY
University Blvd., N.
Jacksonville 32211
904/744-3950

Dr. Harry Morall
ROLLINS COLLEGE
Winter Park 32789
305/646-2242

Dr. James Coffee
STETSON UNIVERSITY
421 N. Woodland Blvd.
Deland 32720
904/734-4121

Dr. Robert Hendricks
UNIVERSITY OF MIAMI
School of Education
P. O. Box 248065
Coral Gables 33124
305/284-3711